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POTENTIAL DEVELOPMENTS IN TEACHER EDUCATION. WORKING PAPER.

BY- MCGUIRE, CARSON

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THREE AREAS WERE IDENTIFIED IN WHICH EXPERIMENTAL PROGRAMS COULD BE DEVELOPED BY THE COLLEGE OF EDUCATION OF THE UNIVERSITY OF TEXAS. WITHIN THE AREA OF "BEHAVIORAL SCIENCE FOUNDATIONS OF EDUCATION," THE AUTHOR SUGGESTED BUILDING A SEQUENCE OF UP TO 18 HOURS OF STUDY OF THE BEHAVIORAL SCIENCES (PSYCHOLOGY, ANTHROPOLOGY, SOCIOLOGY, AND LINGUISTICS), PLUS LOGIC AND SOME PRINCIPLES OF PHILOSOPHY. EXAMPLES WERE GIVEN OF THE KINDS OF COURSES TO BE DEVELOPED THROUGH COOPERATION WITH OTHER EXISTING DEPARTMENTS IN OTHER COLLEGES OF THE UNIVERSITY AND OF THE ADVANTAGES OF SUCH COURSES TO TEACHERS. FEDERAL AND STATE LEGISLATION THAT WOULD PROVIDE FOR CHILDREN 3-5 YEARS OF AGE TO ENTER PUBLIC SCHOOLS WAS EXPECTED TO CREATE A NEED FOR THE DEVELOPMENT OF COURSES IN "EARLY CHILDHOOD EDUCATION." AS A STARTING POINT FOR SUCH TEACHER-TRAINING COURSES, THE AUTHOR SUGGESTED THE INITIATION OF COOPERATIVE ACTIVITIES WITH AN ELEMENTARY SCHOOL KINDERGARTEN AND THE UNIVERSITY'S DEPARTMENT OF HOME ECONOMICS. DEVELOPMENT OF A TRANSFORMATION OF THE EDUCATIONAL ENCOUNTERS IN "PRE- AND EARLY-ADOLESCENT EDUCATION" WAS SUGGESTED AS A WAY OF AWAKENING KNOWLEDGE-SEEKING BEHAVIOR IN BOYS AND GIRLS DURING THAT PERIOD OF THEIR LIVES. SUCH A TRANSFORMATION WAS SEEN AS OFFERING OPPORTUNITIES IN CURRICULUM DEVELOPMENT AND FOR EXPERIMENTS IN TEACHER EDUCATION. (AL)

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W O R K I N G P A P E R

TO: Members of the Faculty
College of Education
The University of Texas

DATE: May 17, 1967

FROM: Carson McGuire
Sutton Hall 308

RE: Potential Developments in Teacher Education

This is my attempt to furnish you with a short summary of what I forsee as potential developments in Teacher Education which may be of concern to all of us in the College as well as the Research and Development Center For Teacher Education. The intention is to identify areas in which we should consider the development of experimental programs within the College of Education and The University of Texas as a whole.

1. Behavioral Science Foundations of Education. - Almost all professional fields have an underlying body of knowledge which prospective students undertake before they go into a professional school. For example, the medical, dental, and nursing schools require what is known as the basic sciences. On the other hand, engineering depends upon a solid basis of courses in the mathematical and physical sciences. If this statement is meaningful, we should experiment with building a sequence with a required basis up to 18 hours of the behavioral sciences (psychology, anthropology, sociology, and linguistics) as well as logic and some principles of philosophy. The integrative experiences should be in what we now offer as Ed. Psy. 332E and 332S as well as Ed. H. 361. Details of experimental approaches require further development. To make the changes possible, there would have to be plans worked out with existing departments in other colleges of the University. For example, the faculty of the Department of History could be asked to develop an approach in which broad concepts are the basis of the discipline and course offerings for prospective teachers would emphasize pattern recognition rather than the chronological ordering of facts. The current move toward removing the legislative requirement of six hours of history and six hours of government as taught now would facilitate the transformation. This would permit a look at American Civilization and recurrent phenomena of Man's past from a different point of view. Other departments would be asked to undertake similar changes for the preparation of elementary and secondary school teachers. Teachers prepared in such a program should be able to incorporate the study of man into what is now taught as English and the study of man's institution into what is now termed the Social Studies. Then the curriculum of public education would make more sense to the boys and girls who encounter it.

2. Early Childhood Education. - Federal and State legislation is going to make possible the entrance of children of 3 - 5 years of age into the public schools. There is evidence that some middle-

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class children are as educationally deprived as those from the culture of poverty, only in a different way. The approach to the professionalization of teachers suggested in (1) above could enable us to experiment in preparing some teachers in cooperation with the Department of Home Economics. To begin work focused upon early childhood education, I would suggest that we initiate cooperative activities with Casis Elementary School which has a kindergarten and with the Department of Home Economics at Woolridge Hall. Beginning formal education in early childhood, of course, is going to force a reconstruction of curricula in what we now designate the elementary, junior high, high school, and college years.

3. Pre- and Early-Adolescent Education. - Evidence from studies such as the Human Talent Research Program indicates that curriculum patterns in junior high schools are not being perceived by students therein as being relevant to their present and future concerns. Apparently there is a cultural as well as a biological puberty. Parental and age-mate expectations interact with a change in body image to pose concerns about self identification and self-extension. Traditional literature such as Kidnapped, Ivanhoe, and books of selected classical excerpts to not help the boy or girl begin to establish order and identity in the midst of seeming change. Some ideas about a changing world in which boys and girls have to find order and meaning for themselves may be found in Marshall McLuhan's Understanding media: The extensions of man (Signet Books, #Q3039, 1966, $0.95). A transformation of educational encounters calculated to awaken knowledge-seeking (epistemic) behavior in boys and girls during this period of life should be of great concern not only to curriculum development but also to experiments in teacher education.

I fully realize that a great many details remain to be worked out should a decision be made to explore the three potential experimental programs. The notions that we can provide a behavioral science basis for the discipline of education and prepare teachers to cope with education not only for early childhood but also for "the years of transformation" intrigues me. Before we embark upon such a program, however, someone has to envisage the scope and sequence of curriculum experiences from early childhood into higher education (or school-leaving). In addition, there is the task of finding some sympathetic person(s) in each of the departments of the University that might be involved.

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